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PROBLEMS IN THE TRANSITION FROM HIGH SCHOOL TO WORK AS PERCEIVED BY VOCATIONAL EDUCATORS.

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DESCRIPTORS- *VOCATIONAL ADJUSTMENT, *WORK ATTITUDES, YOUTH EMPLOYMENT, YOUTH PROBLEMS, EMPLOYMENT QUALIFICATIONS, *ADJUSTMENT PROBLEMS, SURVEYS, EDUCATIONAL NEEDS, VOCATIONAL EDUCATION, VOCATIONAL EDUCATION TEACHERS, TEACHER ATTITUDES, INDIVIDUAL CHARACTERISTICS, TEACHING METHODS, INSTRUCTIONAL MATERIALS,

A PART OF A LARGE PROJECT TO DEVELOP AND TEST SOLUTIONS TO ALLEVIATE SOME OF THE MOST CRUCIAL WORKER ADJUSTMENT PROBLEMS AND TO ENCOURAGE THE ADOPTION OF NEW INSTRUCTIONAL MATERIALS AND OTHER PROGRAMATIC SOLUTIONS, THIS STUDY EXPLORED THE FACTORS RELATED TO THE TRANSITION OF MODERN YOUTH FROM SCHOOL TO WORK WITH THE INTENTION OF IDENTIFYING SPECIFIC IMPEDIMENTS TO A SMOOTH AND LASTING ADJUSTMENT. THROUGH THE USE OF INTERVIEWS AND OPEN-ENDED QUESTIONNAIRES, A "PURPOSIVE" (NONRANDOM) SAMPLE OF 69 RESPECTED VOCATIONAL EDUCATORS FROM CITIES IN REPRESENTATIVE GEOGRAPHIC AREAS PROVIDED DATA IDENTIFYING SOCIAL AND PSYCHOLOGICAL PROBLEMS FACED BY YOUTH ADJUSTING TO THE WORK WORLD, THE SPECIFIC CURRICULUM MATERIALS AND OTHER DEVICES USED TO ALLEVIATE SOME OF THE MOST CRUCIAL PROBLEMS, AND ADDITIONAL SUGGESTIONS OR RECOMMENDATIONS. FROM AMONG 49 SPECIFIC WORKER ADJUSTMENT PROBLEMS IDENTIFIED, FOUR WERE CITED BY MORE THAN 40 PERCENT OF THE SAMPLE--(1) UNREALISTIC ASPIRATIONS AND EXPECTATIONS, (2) POOR ATTITUDES TOWARD WORK AND WORKING, (3) LACK OF RESPONSIBILITY, MATURITY, AND SELF-DISCIPLINE, AND (4) LACK OF KNOWLEDGE OF THE REAL DEMANDS OF WORK. RESPONDENTS PROVIDED ONLY AN INCOMPLETE AND SPARSE LIST OF MATERIALS AND METHODS CONSIDERED VALUABLE FOR CONTROLLING ADJUSTMENT PROBLEMS. FIELD TRIPS, EMPLOYER LECTURES AND SUPPLEMENTARY TEACHERS, AND SIMULATED WORK SHOPS WERE MENTIONED BY SEVERAL. SUGGESTIONS CONCERNED (1) DEVELOPING BOOKS, PAMPHLETS, PROJECTS, KITS, AND TESTS, (2) USING AUDIOVISUAL MATERIALS, AND (3) IMPROVING SERVICES, FACILITIES, PROGRAMS, AND CURRICULUMS. SINCE THE SEVERAL FINDINGS OF THIS STUDY WERE TENTATIVE AND SUGGESTIVE, FURTHER RESEARCH WAS RECOMMENDED. (ET)

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research series no. 20

problems in the transition from high school to work

as perceived by vocational educators

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
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The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
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Research Series, No. 20

PROBLEMS IN THE TRANSITION FROM HIGH SCHOOL TO WORK AS PERCEIVED BY VOCATIONAL EDUCATORS

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PREFACE

An increasingly greater number of American youth are experiencing considerable difficulty adjusting to the work world. Realizing the enormity, complexity, and importance of this problem area, The Center for Vocational and Technical Education is involved in a series of studies designed to offer tested remedies which have the potential to facilitate the transition from school to work.

The major objective of this particular exploratory study was to collect data which would help guide subsequent research in the area of the worker adjustment problems of youth. Interviews with a selected group of vocational educators sought their perceptions of the most crucial impediments facing youth in the school-to-work transition and recommendations for teaching aids, curriculum materials, and other programmatic solutions that would help alleviate these impediments to worker adjustment.

Recognition for the preparation of this document is due Dr. A. P. Garbin, specialist in occupational sociology, Dr. Robert E. Campbell, specialist in occupational psychology, Mrs. Dorothy Jackson, graduate research associate, and Miss Ronnie Feldman, graduate research assistant, at The Center.

We are appreciative of the time and effort expended by Dr. Edward J. Morrison, research coordinator, and Dr. Aaron J. Miller, specialist in technical education, both at The Center, and Dr. John A. Ballweg, assistant professor of sociology, Virginia Polytechnic Institute, whose reviews of this report prior to publication were extremely beneficial. Acknowledgements are also due to the following Center personnel, Eugene Cheatham, Donald Eggeman, Robert Glover, and Miller Mackey, who either conducted some of the interviews or assisted in the analysis of data.

Robert E. Taylor
Director

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PROBLEMS IN THE TRANSITION FROM HIGH SCHOOL TO WORK AS PERCEIVED BY VOCATIONAL EDUCATORS

I. INTRODUCTION

NATURE OF THE PROBLEM AND ITS SIGNIFICANCE

Although only four per cent of the American labor force is presently unemployed, job opportunities are not evenly distributed throughout the social structure. The youthful worker composes one group which is disproportionately represented among the "structurally unemployed."[1] In recent years, the 14 to 19 and 20 to 24 age groups have ranked first and second respectively, as having the highest rates of unemployment. Combined, these two age categories have an unemployment rate two to three times higher than the national average.[2] Thus, it is not surprising that this problem has become of national concern.[3]

These high unemployment rates document the fact that many youth are experiencing considerable difficulty making the transition from school to work. Unemployment rates of youth represent a fairly reliable indicator of the extensiveness of the problem on which this research is focused, namely, the adjustment problems of young workers.

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[1] For an excellent discussion of "structural unemployment," see Charles C. Killingsworth, "Structural Unemployment in the United States," in Jack Stieber (ed.). Employment Problems of Automation and Advanced Technology. (New York: St. Martins Press, 1966), Chapter 8.

[2] Eli Cohen, "The Employment Needs of Urban Youth," Vocational Guidance Quarterly, 10 (Winter, 1962), pp. 85-89; and H. R. Hamel, "Labor Force Status of Youth, 1964," Monthly Labor Review, 88 (August, 1965), pp. 932-937.

[3] Much of the "war on poverty" has been directed toward providing youth, especially the disadvantaged and school dropouts, with intensive job training, employment opportunities, and employment-related assistance. Eligible youth are being referred to Youth Opportunity Centers, the Neighborhood Youth Corps, the Job Corps, and to training projects under the Manpower Development and Training Act.

Rising unemployment among youth can be explained partially by the thesis which purports that unemployment is caused by the interaction between new technology and the changing consumer behavior of a mass-consumption society.[4] This interaction has contributed to a precipitous decline in agricultural employment. In industry, the proportion of production workers has decreased, while the number of non-production workers has increased. Automation has caused displacement of many semi-skilled and unskilled jobs; the employment of production supervisors and most kinds of skilled craftsmen has been constant or increased. In addition, there has occurred a major increment in the demand for personnel in service-production industries.

These changes in both the division of labor and market demands have significant negative implications for the employment of youthful workers, especially if they do not have a skill, trade, or college diploma. Sociocultural forces have modified and reshaped the American occupational structure, both quantitatively and qualitatively. *The jobs located at the bottom of the skill and* educational ladder are diminishing in number; these were the traditional entry jobs for the unskilled and uneducated of previous generations.

Not only are there fewer "less-than-skilled" jobs available for today's youth, but the competition for them has increased. Older workers who do not have transferrable skills are being laid off in many occupational areas as a result of automation, and compete with youth for those entry jobs that are still available.[5]

Furthermore, there are more teenage job seekers than ever before as a result of the post-World War II population boom. A large proportion of these youth have neither the education nor the skills to qualify for employment in sectors of the economy characterized by labor shortages. One source estimated that out of a total of 26 million young people who will become labor force members during the 1960's, 7 1/2 million will not have completed high school and 2 1/2 million will not have completed the eighth grade.[6]

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[4] Killingsworth, op. cit., p. 128. Although Killingsworth's thesis has been altered slightly to make it applicable to the present discussion, it is felt the intended meaning has not been distorted.

[5] David Thompson, "Youth Employment and Technological Change," Employment Service Review, 1 (May, 1964), pp. 26-27.

The provision for training of youth congruent with the technical requirements of available jobs is not enough to guarantee a facile adjustment to the world of work; successful job adjustment also entails adjustment to the non-technical aspects of the work situation. For instance, there are many socio-psychological factors which may act as impediments to worker adjustment. These would include those situationally defined factors which contribute to an imbalanced worker-job relationship resulting from a disparity between individual needs-aspirations and job-organizational constraints. This is true of any work position, regardless of the size and complexity of the organization in which it is found, but it is especially characteristic of occupational positions in formal or bureaucratic organizations. Although a majority of the firms in the United States are small, most workers in each of the major occupational categories are concentrated in a very few, but large, formal organizations.[7]

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[6] U. S. Office of Education, Vocational Education in the Next Decade. (Washington, D. C.: Government Printing Office, 1961.)

[7] For a brief but more definitive discussion, see Edward Gross, "A Sociological Approach to the Analysis of Preparation for Work Life," Personnel and Guidance Journal, 45 (January, 1967), p. 417. This significant article contributes immeasureably to the understanding of what preparations are needed for work in modern society. The abstract of the article, found on page 416, is as follows: "Preparation for work life is interpreted as involving 4 main kinds of preparation: (a) preparation for life in an organization involving authority, security quests, impersonality, routine, conflict, mobility, and demotion, (b) preparation for a set of role relationships, (c) preparation for a level of consumption, involving a certain style of life, and (d) preparation for an occupational career, involving changes in the nature of jobs, and different types of jobs depending on the position in the life cycle. Conclusions suggest a broadening of the concept of 'vocation,' and a change in approach to the analysis of the decision-making process from traditional stochastic analysis to 'disjointed incrementalism,' that is, making decisions for short time-periods only, and with strict limitation on available data and resources."

The trend toward bureaucratization will undoubtedly continue; an increasingly greater number of youth will be in the employ of large-scale organizations. Consequently, the following discussion highlights certain socio-psychological impediments likely to exist in this type of organization. Many of these comments, however, are also applicable to non-bureaucratic employment.

Conceptually, two types of organizations, the informal and formal, can be delineated as existing in large-scale organizations, each of which subjects the young worker to a multiplicity of adjustment problems. The organizational chart is symbolic of the formal organization, and portrays the formal role structure, authority system, and status system of its members. The individual worker comes into direct contact with the formal organization through interaction with its representatives, the foreman, supervisor, etc., and is constantly being subjected to its demands in the form of official rules, regulations, and prescribed procedures. Numerous formal expectations are also "built into" each work position that do not relate exclusively to technical skills (e.g., designated hours of work, occupational prestige allocation, relationship to authority, and job security).[8]

The division of labor of large-scale organizations is characterized by "increasing size of social group (aggregation), the progressive diversification of their functions (differentiation), and the increasing control which they exert over behavior (rationalization)."[9] Adjustment to the work world also involves adjustment to these and other complex factors.

Informal groups arise in the work environment as a result of the frequent contacts and interactions among the workers. The groups themselves are not aware of their existence. Usually, no one in the group knows that there is a definite structure to the group, that there is a leader or leaders, and that the group as a whole is striving for certain goals. The informal group establishes certain customs, mores, folklore, social norms, and ideals which characterize it as distinctive, in many respects, from other groups. It reifies selected cultural constructs, ideologies, and has certain techniques at its disposal which can be used to see that the expectations of the group become more important to the individual than his own desires or goals.

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[8] For a paper bearing on this matter, see A. P. Garbin, "Occupational Choice and the Multi-dimensional Rankings of Occupations," Vocational Guidance Quarterly, 16 (September, 1967), pp. 17-25.

[9] A concise treatment of the division of labor in industrial societies may be found in Theodore Caplow, The Sociology of Work. (Minneapolis: University of Minnesota Press, 1954), pp. 19-28.

The novice worker must learn and behaviorally manifest the values, attitudes, goals, beliefs, and sentiments of his informal work group. Conformity to informal group expectations will result in the informal group providing the worker with the opportunity for recognition, esteem, and self-expression, and will provide recreational opportunities that help to relieve monotony, boredom, and fatigue. Specifically, conformity by the worker to the norms and values of the group is realized by pursuing such activities as doing a fair share of work, especially when work performance is a joint undertaking; paying heed to the accepted channels of promotion; subscribing to the work restriction norms; and helping to preserve group loyalty by not being a "squealer."

Thus, in the work milieu the young worker is introduced not only to his job, but to the complex normative and value systems of the informal organization and, to a lesser extent, those of the formal organization. Adjustment to work, to a considerable extent, involves being subjected to a socialization process directed toward learning the "ways" and "means" of these two organizations.

The young worker is a product of his socio-cultural experiences. He has been greatly influenced by the dominant culture and the sub-cultures of the various groups in which he has been a member--the family, the gang, the school, etc. Each young worker has a definite set of attitudes, values, beliefs, aspirations, etc., some of which may be in conflict with the prevalent expectations in the work environment; these become additional sources of possible conflict. The general adjustments required in this area are compounded by the fact that entrance into the work world almost simultaneously presents the young worker with a new status position in society--that of being an adult and its attendant roles. The new position requires role adjustment. Specific role expectations of the adolescent and student include being dependent, irresponsible, innocent, fun-loving, and light hearted. But as an adult, the individual is expected to be independent, responsible, worldly, serious, and hard working.

The discontinuities inherent in this status change contribute to the "adjustment complex" facing the young worker. The contradictions arising from this situation often result in young workers experiencing what Dansereau has termed "culture shock."[10]

The importance of a facile transition from school to work may be appreciated by noting the significance a "successful" occupational placement has in meeting both societal and individual needs. Thus, a major need of any society is to maintain a proper balance of its population in the various occupations,[11] and to have work positions occupied by individuals who can effectively meet the expectations of these positions. At the same time, a widespread belief of most industrialized societies is that the talents and skills of all its people should be utilized to the uppermost possible limits.[12]

For the individual, the choice of an occupation in which more than a modicum of adjustment is achieved is of primary importance. Not only does the worker's occupational role influence the nature of his work activities, which in itself constitutes nearly one-third of his life, but it also influences his prestige, sense of satisfaction, sense of belonging, and numerous other intangibles that are crucial to his life's adjustment. Furthermore, the worker and the members of his immediate family are markedly affected. Social class position, life style, use of leisure time, social participation, political affiliation, marital stability, church membership, social values and attitudes, as well as innumerable other factors are decidedly influenced by the nature of the occupational pursuits of the breadwinner.[13]

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[10] H. Kirk Dansereau, "Work and the Teenager," Annals of the American Academy of Political and Social Science, 338 (November, 1961), pp. 44-52.

[11] Kingsley Davis, Human Society. (New York: The Macmillan Company, 1949), p. 29.

[12] Eli Ginzberg, et al., Occupational Choice: An Approach to a General Theory, (New York: Columbia University Press, 1951), pp. 3-4.

[13] For a summary of data relating to this matter, see Joseph A. Kahl, The American Class Structure. (New York: Rinehart and Company, Inc., 1953), Chapter 4.

It is possible that many young workers are neither aware of, nor concerned with, the major implications of their initial work activities. They may view their initial jobs as "only beginning jobs," and assign them a position of secondary importance. The monetary reward they derive from their work represents their central interest. There is a danger that the attitudes, values, and behavioral patterns which prevail during this initial work period may be transmitted into subsequent stages when work often assumes a greater importance.[14] If this is the case, work may become a source of frustration for the worker, his self-concept may be characterized by a feeling of uselessness, and his work career may become highly unstable.

Apparently, there are myriad socio-psychological factors within the socio-technical system of the job and in extra-work situations (i.e., school, community, family) that may impinge upon the adjustment of young workers to their jobs. There should be little doubt concerning the personal and societal significance of the worker adjustment problems of youth in the transition from school to work. The need for research which will further understanding of this enormous and complex area is clear. Yet, a fairly systematic and extensive survey of the relevant literature yielded surprisingly few empirical studies which addressed themselves specifically to the worker adjustment problems faced by youth in the school-to-work transition; efforts to ascertain solutions which have the potential of alleviating the problems have been even fewer in number.[15] Notably absent in these studies are data gathered by standardized interviews with "open-end" questions. This type of interview increases the possibility for interviewers to probe and penetrate behind the facade of conventional response patterns to ascertain responses that are more candid and realistic. Previous research also has largely overlooked vocational educators as a source of data about students' transition problems. By virtue of the nature of their work and experience, vocational educators are in a strategic position to be cognizant of many of the impediments facing youth in their transition process, and should be able to provide added insights regarding these problems.

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[14] Hyman Meltzer, "Age Difference in Happiness and Life Adjustment of Workers," Journal of Gerontology, 18 (January, 1963), pp. 66-70.

[15] A. P. Garbin, Dorothy P. Jackson, and Robert E. Campbell, Worker Adjustment: Youth in Transition from School to Work; An Annotated Bibliography of Recent Literature. (Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1967.)

SCOPE AND PURPOSES OF THE STUDY

The study to be discussed in this report is the initial, empirical phase of a larger project concerned with the problems of youth in the transition from school to work. The ultimate purposes of the overall project are: (1) to develop and test solutions which will be instrumental in alleviating some of the most crucial worker adjustment problems; and (2) to encourage the adoption of new instructional materials as well as other programatic solutions. The achievement of these purposes should result in enhancing the ability of youth to realize a higher degree of "worker adjustment."

The major objective of this particular exploratory study was to collect data, from a "purposive" sample of vocational educators, which would effectively guide the empirical and applied efforts to be pursued during subsequent phases of the project. Therefore, information was gathered which is relevant to the ultimate objectives of the total project. Specifically, the descriptive data provided by the sample pertain to the following: (1) the identification of major problems (individual, family, school, community, etc.) faced by youth in the transition from school to work; (2) the specific curriculum materials, programs, teaching aids, etc., used by the interviewees that were considered to have some potential for alleviating major transitional impediments; and (3) suggestions or recommendations concerning what is needed, e.g., curriculum materials, programs, and teaching aids, which would facilitate the school to work transition.

For the project as a whole, final determination of the major obstacles to the worker adjustment of youth will be based on the findings of this study; information derived from a review of relevant literature;[16] the results of a survey which will be based on the responses of counselors at the 167 U. S. Youth Opportunity Centers;

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[16] Garbin, Jackson, and Campbell, op. cit.

data from future interviews with samples of youthful workers (16 to 25 years old) employed at various types of industrial-business organizations in three areas of the country; and interview data provided by the immediate supervisors of these youthful workers.

Of the impediments thus identified, one, or a few related problems, will be chosen as most important. This problem area will then become the focus of a "packaged" program, aimed at its solution, to be developed, tested at pilot schools, and then offered for general use with vocational-technical students.

In general, the anticipated contribution of the project will be the enhancement of the occupational preparation of vocational students by augmenting their understanding of appropriate attitudes, values, and work behaviors which will facilitate their transition from school to work.

ORDER OF PRESENTATION

The formal presentation of this survey has been divided into five major descriptive sections or chapters. The initial section, the "Introduction," posed the prob--lem of the socio-psychological impediments facing youth which prevent an adequate adjustment to the requirements of the work world. The scope of the problem of youthful worker adjustment, the purpose, and the rationale for this study were also developed.

The section that follows, entitled "Methodology and Sample Population," discusses five major topics. The initial discussion pertains to the interview schedule, including its development and the pre-test experience, as well as a general description of the schedule used to gather data for this study. Next, the sampling procedures are presented. The third topic represents a consideration of the procedures followed in the collection of data. The last two topics in this section relate to data processing and selected characteristics of the sample population.

The third section, "Impediments to Worker Adjustment," provides an analysis of the responses to the survey schedule, pinpointing this sample's determination of the major obstacles facing youth in adjusting to the world of work.

The fourth section presents a listing of curriculum materials, teaching aids, and personal suggestions used or developed, by the respondents, as methods to facilitate youth adjustment to the work environment.

The final section of this report is a discussion of implications and recommendations, based upon the summary of the data derived from the experiences and knowledge of this selected group of vocational educators.

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II. METHODOLOGY AND SAMPLE POPULATION

The purpose of this chapter is to consider various aspects of the methodology and sample population used in this study. In order of presentation, the chapter is divided into five major topics: the interview schedule; sampling of respondents; data collection; data processing; and selected characteristics of the sample population.

THE INTERVIEW SCHEDULE

The basic questions selected for the trial interview experience focused on the two related problems explored in this research: (1) the major impediments faced by youth in the transition from high school to work; and (2) available and recommended instructional materials which, if incorporated in the school system, would have the potential to facilitate young worker adjustment. In addition, it was desired that the questions: (1) be worded in such a manner as to prevent predetermined response set; and (2) be open-ended so as to permit the interviewee to discuss his responses at length.

In order to train the interviewers and determine the most effective questions to be included in the final interview schedule, six informal and unstructured interviews were conducted; four with vocational educators, and two with representatives of industries. On the basis of these pilot interviews, a schedule was developed.[1]

The training of the interviewers also included the use of the "Manual for Interviewers," prepared initially by the Institute for Social Research, The Florida State University, and adapted for use in this project. In addition, detailed instructions relating to the content of the schedule, were developed to assist and guide the interviewers.

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[1] After seven of the 69 interviewers had been completed, a few of the items in this schedule were deleted, in order to shorten the duration of the interview session.

The interview schedule developed specifically for this study is reproduced in the Appendix to this report.[2] Questions in six areas were included in the final version of the schedule: respondents' personal characteristics and data concerning the schools in which they were employed; major problems faced by youth in the transition from school to work; major conditions or factors existent in the school or community which may impede transition; available curriculum materials and/or teaching aids which may serve as problem-solving remedies; personal suggestions or ideas of respondents that could be developed to function as problem-solving remedies; and occupational and educational background of the respondents.

Structured, objective items were used to gather factual data about the respondents. Information pertaining to the problem area of the transition from school to work was elicited through six open-ended, subjective questions. Two of these questions attempted to determine the perceptions of the respondents as to the most crucial impediments facing youth in the school-to-work transition; two other questions solicited information regarding the relative importance (most important and second most important) of the specific problems that were identified; and two additional questions requested information concerning instructional materials (in use, or recommended) that have the potential to facilitate the adjustment of young workers to their jobs.

SAMPLING OF RESPONDENTS

Three major criteria were used in the selection of respondents. First, the vocational educators were selected from a variety of places throughout the country since it is likely that adjustment problems differ from one area of the country to another. Second, only urban communities were sampled. Exclusion of rural areas was based on the rationale that most youth are presently working, or will be employed, in urban communities. Third, it was desired that the sample of vocational educators have considerable insight into young worker adjustment problems. Consequently, only those subjects were selected who met various criteria which suggested they should have considerable knowledge of problems relating to the adjustment of young workers.

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[2] The schedule also contained a few items which were to constitute the basis for a pilot study on a related problem. These items have not been reproduced in the Appendix.

Within each of the major Census regions of the United States, specific urban localities were identified which tended to be characterized by certain demographic, economic, and socio-cultural factors, considered to be possible contributors to the problem of young worker adjustment in the area. These factors included: (1) high unemployment; (2) high outward migration; (3) high inward migration; (4) limited industrialization; (5) racial-ethnic problems; and (6) low educational investment.

A list of cities then was derived which approximated a regional balance and contained those urban centers which exhibited one or more of the "worker adjustment variables" identified above. The availability of vocational educators in the location at the time of the survey, and the degree of cooperation received from local administrators, determined the final selection of locations from this list.

The following 22 cities provided respondents for the study: Little Rock, Arkansas; Tuscon, Arizona; Los Angeles, California; Denver, Colorado; Wilmington, Delaware; Jacksonville, Florida; Atlanta, Georgia; Boise, Idaho; Chicago, Illinois; Gary, Indiana; New Orleans, Louisiana; Fall River, Massachusetts; Cincinnati, Ohio; Cleveland, Ohio; Columbus, Ohio; Scranton, Pennsylvania; Rapid City, South Dakota; Chattanooga, Tennessee; El Paso, Texas; Salt Lake City, Utah; Wheeling, West Virginia; and Milwaukee, Wisconsin.

In terms of population size, the cities are distributed as follows: five have less than 100,000 people; seven have between 100,000 and 250,000 people; four have between 250,000 and 500,000 people; and six have more than 500,000 people. Five of the 22 cities are located in the West; seven are in the North Central Region; two are to be found in the Northeast Region, and eight are located in the South.

The next step in the sampling procedure was the selection of respondents from each location. Five primary characteristics were sought in respondents: (1) at least two years of experience as a vocational educator; (2) realistic exposure to the world of work, close liaison with industry, and maintenance of both informal and formal follow-up data on graduates; (3) innovative-dynamic and dedicated to his job; (4) considerable insight into problems related to young worker adjustment; and (5) collectively, the sample should constitute a balanced distribution of positions in the educational structure.

The final step in the sample selection process involved contacting, by telephone, the local Director of Vocational Education, or the District Superintendent of the school system, in each of the chosen interview locations. The type of respondent required, in terms of the five factors specified above, was described to the administrators and a request made for the names of three to four persons in their school systems who fulfilled those requirements. Those recommended were in turn contacted by letter and composed the orginal sample of 70 respondents of which only one individual refused to be interviewed.[3]

As suggested above, a form of purposive or judgment sampling, which may be referred to as "expert choice,"[4] provided the data for this research. A major concern was the identification of subjects judged by their administrative superiors as extremely knowledgeable in the adjustment problems of young workers. The sample is "non-random" with respect to the total population of vocational educators and the findings cannot be generalized to that population without restriction. It is believed, however, that the sample of defined experts should provide the information needed more efficiently than would a representative sample of vocational educators.

DATA COLLECTION

Each of the respondents received a letter, approximately two weeks prior to the scheduled interview date, which described the procedure employed in identifying sample members, the purpose of the study, and the general nature of the questions constituting the interview schedule.

The interviews were conducted by six interviewers. Six subjects were interviewed at The Center for Vocational and Technical Education. The other interviews were held in the office of the Director of Vocational Education, or that of the District Superintendent in the school system, or in the respondent's office. Although the duration of an interview varied considerably from one interviewee to another, the average length was approximately two hours.

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[3] Each recommended sample member was also contacted by his administrator who discussed and encouraged his participation in the survey.

[4] Leslie Kish, Survey Sampling. (New York: John Wiley and Sons, Inc., 1965), p. 19.

DATA PROCESSING

Objective questions solicited information on the respondents' personal characteristics and background, as well as on the school (if the respondent was assigned to one specific school) where he was employed. The initial step taken in processing these data was to code the 69 subjects' responses on transcription sheets. In coding most of the data, the transformation was almost automatic, involving little arbitrary judgment on the part of the coders; essentially, it was the number adjacent to the checked category which assigned the response to a particular category. The fathers' occupations were classified according to the Dictionary of Occupational Classifications. Frequency and percentage distributions were made of these data.

The responses relating to the identification of problems facing youth in the transition from school to work were analyzed and grouped into categories based on the perceived impediments. Frequency and percentage tabulations were performed for each specific impediment mentioned and for each broad category of impediments. In addition, frequencies were determined, based on the same code, for those impediments specified by the vocational educators as most important and second most important.

Responses to the two questions on materials, procedures and programs, either in use or suggested for use in the schools, were also content-analyzed. Although frequencies were attempted for certain responses to the questions pertaining to materials, procedures, and programs which the respondents were using currently, this was not always possible because of lack of agreement among the response patterns. The suggestions relevant to these matters, derived from the respondents, were categorized and merely enumerated under appropriate category headings.

SELECTED CHARACTERISTICS OF THE SAMPLE POPULATION

Since the responses received from the vocational educators are points of view conditioned, consciously or unconsciously, by their socio-cultural experiences, it is imperative that an analysis be made of the survey sample in terms of various categorizations. Any social group can be broken down into numerous categories, having at least one factor in common. However, in the present endeavor, only those considered to be the most important differentiating factors will be considered. Although the limited size of the sample precluded the demonstration of explicit relationships between selected respondents' characteristics and the results of the survey, a relatively detailed examination of sample characteristics appears warranted because of the "purposive" nature of the sample members. Such information is particularly relevant for future comparative efforts which other researchers may wish to pursue.

The sample consisted of 51 white males, 17 white females, and 1 Negro male employed at 27 high schools, or who occupied administrative positions on 11 Boards of Education.

The median age of the 69 vocational educators was 50 years. Over 40 per cent of the vocational educators (29) were between 46 and 55 years old. Other age characteristics of the sample members are reported in Table I.

TABLE I

SAMPLE POPULATION CLASSIFIED ACCORDING TO AGE OF RESPONDENTS

Age	Total	
	Number	Per cent
25--35	9	13
36--45	18	26
46--55	29	42
56--65	10	15
No response	3	4
Total	69	100

The respondents' family background data consisted of the occupational background of their fathers and their parents' formal educational attainments. In terms of the general occupational categories of Table II, 17 (25 per cent) of the interviewees fathers were managers or proprietors, 13 (18 per cent) were craftsman, foremen, or kindred workers, and 11 (16 per cent) were farmers. Although as teachers and administrators, the sample members were professionals, only 7 (10 per cent) of their fathers were in professional or technical occupations.

TABLE II

SAMPLE POPULATION CLASSIFIED ACCORDING TO OCCUPATIONAL CATEGORIES OF RESPONDENTS' FATHERS

Occupational Categories	Total	
	Number	Per cent
Professional, technical, and kindred workers	7	10
Farmers	11	16
Managers and proprietors, except farm	17	25
Sales workers, clerical, and kindred workers	6	9
Craftsmen, foremen, and kindred workers	13	18
Operatives and kindred workers	5	7
Service workers and laborers	8	12
No response	2	3
Total	69	100

The educational attainments of the respondents' parents are presented in Table III.

TABLE III

SAMPLE POPULATION CLASSIFIED ACCORDING TO EDUCATIONAL BACKGROUND OF RESPONDENTS' PARENTS

Level of Education	Father		Mother	
	Total			
	Number	Per cent	Number	Per Cent
No education	0	0	1	1
Some grade school	18	26	8	12
Completed 8 grades	13	18	16	23
Some high school	10	15	15	22
Completed high school	10	15	12	17
College and/or graduate or professional training	16	23	16	23
No response	2	3	1	1
Total	69	100	69	99

Forty-one of the respondents' fathers and 40 of their mothers (59 per cent and 58 per cent respectively) never completed high school. At least a high school diploma had been received by 26 of the vocational educators' fathers and by 28 of their mothers (38 per cent and 40 per cent respectively). These figures typify the amount of schooling of the generation in school during the early part of the 20th century. What is surprising is that 16 of the subjects' fathers and 16 of their mothers, or 23 per cent of each, had some college or professional training beyond high school.

The following discussion focuses on the high school training of the respondents. Most of them did not have a vocational education background on the secondary level. Specifically, 36 or more than one-half of the sample were not enrolled in any vocational education courses; 13 were enrolled in 1 to 3 courses; 12 had taken 4 to 6 courses; 14 had taken 7 to 9 courses; 3 had 13 or more courses; and no data were available for one of the respondents. A major factor which possibly contributed to this relatively low participation in vocational education courses is the likelihood that many of the schools, offered either a limited number or no courses in the area, at the time the respondents were attending high school.

The extent of college training received by the 69 vocational educators is shown in Table IV. In contrast to their parents, 90 per cent of the educators had at least a Bachelor's degree. Forty-four per cent, or 30 of them, had a Master's degree, towards which 11 others were working. Three of the educators had a Ph.D.; another 14 were in the educational process aimed at acquiring one.

TABLE IV

SAMPLE POPULATION CLASSIFIED ACCORDING TO EDUCATIONAL TRAINING OF RESPONDENTS

Extent of Training	Total Number	Per cent
No college degree	6	9
B.A. or B.S. degree	4	6
B.A./B.S. plus, but less than M.A. degree	11	16
M.A. degree	30	44
M.A. plus, but less than Ph.D. or D.Ed. degree	14	20
Doctorate	3	4
No response	1	1
Total	69	100

Despite the fact that less than half of the sample were enrolled in at least one vocational education course in high school, 28 of the 69 respondents received undergraduate degrees in various speciality areas of vocational education. Fourteen of the subjects said their Bachelor's degrees were in various other fields of education, while 18 reported comparable degrees in other disciplines. One of the interviewees was a Registered Nurse; no data were available for two of the vocational educators. Of the 47 respondents who had Master's degrees, 15 had majored in vocational education, 26 in various fields of education other than vocational, and 6 had specialized in other areas of study. Two of the three subjects with Ph.D.'s had received them in the non-vocational fields of education, and the other Ph.D. was in economics.

Table V reveals the general occupational background of the 69 sample members categorized as to "employed outside of education," "employed in vocational education," and "employed in total field of education." Before becoming vocational educators, 58 per cent of the respondents (40) had worked at fewer than 3 jobs outside the field of education, for an average of 6 to 7 1/2 years. Eighty-one per cent (56 of the sample members) had been working in education for more than 10 years; 17 of these had been in the field over 25 years. Only 12 respondents (17 per cent of the sample) had been in the field of vocational education for 5 years or less. Considering the fact that vocational education is a relatively new focus of education, it should be noted that 6 subjects, or 9 per cent of the sample, had been employed in the area for over 25 years; another 36, or 52 per cent of the sample, had been vocational educators for 10 to 25 years.

TABLE V

SAMPLE POPULATION CLASSIFIED ACCORDING TO GENERAL OCCUPATIONAL BACKGROUND OF RESPONDENTS

Number of Years Employed	Employed Outside of Education		Employed in Vocational Education		Employed in Total Field of Education	
			Total			
	No.	%	No.	%	No.	%
None	11	16	--	--	--	--
1 - 5	18	26	12	17	2	3
6 - 10	17	25	14	20	10	15
11 - 15	12	17	16	23	14	20
16 - 20	7	11	8	12	16	23
21 - 25	3	4	12	17	9	13
Over 25	0	0	6	9	17	25
No response	1	1	1	1	1	1
Total	69	100	69	99	69	100

The sample contained educators at all levels, and in all the speciality areas of vocational education. Table VI depicts the distribution of the sample members by their positions in the school system. Twenty-five coordinators and teacher-coordinators comprised 36 percent of the sample population; 13 percent of the sample was composed of 9 instructors; and 6 guidance counselors made up another 9 percent of the sample. The other 29 vocational educators, or 42 percent of the sample, were in various administrative positions, ranging from supervisor to school superintendent.

Representatives of all the major areas of vocational education were included in the sample. Twenty-five percent (17) of the sample were in trade and industrial education. Another 13 percent (9) were involved in distributive education, and 10 percent (7) were in business and office education. Home economics, technical, and health education were each represented by 2 educators; vocational agriculture was represented by one respondent. Several respondents indicated they were involved in special aspects of vocational education. Six were concerned specifically with cooperative education programs on the high school level; two sample members were involved in adult vocational education; and 10 guidance and placement couselors were also included in the sample. The other 11 respondents occupied either administrative positions at higher levels in the school system, or supervisory positions in such speciality areas as art education and manpower development and training programs.

A total of 48 respondents worked for individual schools, while the others were administrators for Boards of Education. The 21 who worked for the Boards of Education were not asked the questions dealing with school description because their work involved many, rather than one school. Table VII describes the types of schools in which 48 members of the sample were employed, as well as the size of the community in which their schools were located. Twenty-three of the 48 respondents worked in comprehensive high schools and of these, 11 were in schools located in cities of 100,000+ to 500,000 people; 9 were in schools in smaller cities; and three were in cities with more than one-half million people. Ten out of the 11 respondents in the employ of vocational-technical high schools were located in cities of 100,000+ to 500,000 people. The other one was at a school located in a smaller city of 50,000 to 100,000 people. Other details relating to the type of school and size of community in which the respondents worked are also found in Table VII.

TABLE VI

SAMPLE POPULATION CLASSIFIED ACCORDING TO JOB TITLE OF RESPONDENTS

Job Titles	Total	
	Number	Percent
Teacher-Coordinator	12	17
Coordinator	13	19
Counselor	6	9
Principal	3	4
Superintendent	3	4
Supervisor/Administrator	11	16
Director	9	13
Instructor	9	13
Other	3	4
Total	69	99

TABLE VII

SAMPLE POPULATION CLASSIFIED ACCORDING TO TYPE OF SCHOOL AND SIZE OF COMMUNITY IN WHICH RESPONDENTS WORK

Type of School	Size of Community				Total	
	Metropolis with 1/2 million or more people	City of 100,000+ to 500,000 people	City of 50,000 to 100,000 people	City of 10,000+ to 50,000 people	Number	Percent
Comprehensive	3	11	5	4	23	34
General-Academic	2	2	1	1	6	9
Vocational-Technical	--	10	1	--	11	16
Area Vocational Technical	--	--	2	--	2	3
Post-High School	3	--	--	--	3	4
Other	2	1	--	--	3	4
Does not apply					21	30
Total	10	24	9	5	69	100

The schools which employed the respondents ranged in student population size from under 500 to over 5,000. One-fourth of these 48 respondents worked in schools with less than 1,000 students, and half of these were in schools of less than 500. Four of the respondents were in the employ of schools with a student body of 3,000 to 4,999; and 5 respondents worked in schools of over 5,000. The majority of the respondents were employed in middle-sized schools: 15 were in schools of 1,000 to 1,999 students;

and 12 were in schools of 2,000 to 2,999 students.

The annual categorical incomes of the members of the sample are presented in Table VIII. The salaries of the respondents ranged from $5,000 to more than $15,000 per year. Only two of the 69 vocational educators specified salaries of less than $7,000 per annum. The majority, 57 respondents, earned between $7,000 and $13,000 per year. Salaries in excess of $13,000 were reported by 9 subjects, or 13 percent of the sample.

TABLE VIII

SAMPLE POPULATION CLASSIFIED ACCORDING TO INCOME OF RESPONDENTS

Income Level	Total	
	Number	Percent
Under $5,000	0	0
$5,000+ to $7,000	2	3
$7,000+ to $9,000	19	28
$9,000+ to $11,000	21	30
$11,000+ to $13,000	17	25
$13,000+ to $15,000	4	6
Over $15,000	5	7
No response	1	1
Total	69	100

In summary, the sample was composed of 69 vocational educators who worked at all levels in the school system, in 22 cities and 20 states throughout the country. The majority came from non-professional homes and from families in which neither parent was likely to have completed high school. On the other hand, the respondents were professionals, a greater part of whom had completed college and many of whom had received a Master's degree. In general, the respondents spent most of their working years in the field of education and most of that time, in vocational education. Today, a majority of the respondents are employed at comprehensive or vocational-technical high schools with an average student population of 2,000; they receive an annual salary of about $10,000.

III. IMPEDIMENTS TO WORKER ADJUSTMENT

A major focus of this exploratory study was the determination of crucial impediments to young worker adjustment. There were two questions, sections II and III of the interview schedule, which attempted to ascertain the perceptions of 69 vocational educators as to the major problems facing youth in the transition from school to work. Responses to these questions resulted in the identification of 49 specific worker adjustment problems.

The 49 specific worker adjustment problems were subsumed under 12 broad headings. The first 6 of these broad categories relate primarily to the young worker, both as an individual and product of his socio-cultural experiences; they include his personal characteristics, attitudes, preparation for work, behavior, family background, and military status. The next two categories include factors inherent in the high schools attended by the youths. The following three categories cite factors inherent in the communities in which the youngsters lived and in the job situations they entered. The last category includes those conditions falling outside the three major groupings. Table IX presents the frequency with which each of the specific worker adjustment problems was mentioned, along with its percentage equivalent. The specific problems are listed in a descending order, within each of the 12 broad problem categories, according to the per cent and number of respondents who mentioned each problem.

Excluding the broad miscellaneous catergory labelled Other, four problems were mentioned by over 40 per cent of the respondents as constituting major impediments to a successful transition from school to work; all four were included as parts of the broad problem categories consisting of "individual and socio-cultural" factors. "Unrealistic aspirations and expectations" was the item cited by the largest number of respondents. Thirty-one vocational educators (44.9 per cent of the sample) felt that youths' successful adjustment to the work situation was impeded by their own unrealistic aspirations and expectations as to their ability, the salary they should receive, the position they should occupy initially, and the status they should be accorded within the economic organization.

According to the subjects, young workers lack the proper attitudes for a "smooth" transition. "Poor attitudes toward work and working" and "lack of responsibility, maturity, and self-discipline" were each cited as major

TABLE IX

SPECIFIC WORKER ADJUSTMENT PROBLEMS IDENTIFIED BY A SAMPLE OF 69 VOCATIONAL EDUCATORS

Worker Adjustment Problems	Number of Subjects Who Mention It	Per cent of Subjects Who Mention It
Personality Variables		
Unrealistic aspirations and expectations	31	44.9
Lack of future-orientation or long-range goals	22	31.9
Loss of security and status; fear of loss of individuality	10	14.5
Poor occupational choices due to inappropriate needs-satisfaction	8	11.6
Self-concept, self-esteem	3	4.4
Attitudes Expressed in Behavior or Adjustment to Situation		
Poor attitudes toward work and working	30	43.5
Lack of responsibility, maturity, and self-discipline	30	43.5
Lack of initiative, self-confidence, and motivation	23	33.3
Poor personal appearance and health habits	11	15.9
Inability to budget time, cope with personal problems, etc.	8	11.6
Job Preparation		
Lack of knowledge of the real demands of work; fear of the "unknown"	30	43.5

TABLE IX (CONTINUED)

Worker Adjustment Problems	Number of Subjects Who Mention It	Per cent of Subjects Who Mention It
Job Preparation (continued)		
Lack of prior work experiences; therefore, inability to compete with experienced workers	15	21.7
Inadequate training and job skills	15	21.7
Lack of money; inability to handle it when they have it	14	20.3
Lack of information on, or interest in, job and training opportunities	12	17.4
Inability to communicate	11	15.9
Inability to complete forms, resumes; to handle personal interviews, pass employment tests	10	14.5
Inability to see their place in the total work environment	3	4.4
Vocational Behavior		
Inability to cope with the real demands of work	26	37.7
Supervisor-employee relations; lack of respect for authority, willingness or ability to follow directions, willingness to take criticism	24	34.8
Poor work habits, absenteeism, tardiness	21	30.4
Inability to get along with fellow workers	14	20.3
Inability to meet people	4	5.8
Family Background		
Family background and obligations	23	33.3

TABLE IX (CONTINUED)

Worker Adjustment Problems	Number of Subjects Who Mention It	Per cent of Subjects Who Mention It
Family Background (continued)		
Parents' unrealistic vocational aspirations; refusal to allow their children occupational freedom of choice	14	20.3
Military Obligation		
Uncertain draft status	13	18.8
School Program and Services		
Inadequate guidance and placement services	13	18.8
Inadequate school program, equipment, facilities	13	18.8
Lack of communication and cooperation between school and outside people and institutions	9	13.0
Problems with teachers--too rigid, no real experience with world of work, etc.	8	11.6
Permissive school atmosphere does not prepare students for demanding atmosphere of job	5	7.3
Academic Emphasis		
Schools' academic emphasis; over-emphasis on college preparatory courses and college-bound student	24	34.8
Poor image of vocational education	13	18.8

TABLE IX (CONTINUED)

Worker Adjustment Problems	Number of Subjects Who Mention It	Per cent of Subjects Who Mention It
Discriminatory Factors		
Racial discrimination and segregation	15	21.7
Union influence and restrictions	11	15.9
Negative image of youth	6	8.7
Child Labor Laws	5	7.3
Age problem	4	5.8
Insurance policies	2	2.9
Factors Inherent in Job		
Employers' unrealistic expectations; unnecessarily high job requirements	12	17.4
Employers' preference for experienced workers they don't have to train	6	8.7
Employers ignore training when placing new workers	4	5.8
Training doesn't always fit the job at lowest levels	4	5.8
Impersonality of large organizations; often motivated by self-interest	3	4.4
Monotonous work--no challenge	3	4.4
Lack of designated responsibility	2	2.9
Factors Inherent in the Community		
Inadequate transportation	16	23.2
Lack of local job opportunities	10	14.5
Community wage structure	4	5.8
Other	29	42.0
Total number of responses	646	

impediments by 43.5 per cent of the sample, or 30 respondents. The actual breakdown as to types of attitudes or behavior manifested was not ascertainable because generalized descriptive nomenclature was provided by the vocational educators, not specific trait definitions. These vocational educators seemed to believe that young workers perceive their first job as a means to an end. They want the rewards of a working adult without accepting the responsibilities: they tend to view their first job essentially as a source of income, not as the beginning of a career. Another impediment cited by 43.5 per cent of the respondents was "lack of knowledge of real demands of work; and fear of the 'unknown'." It is quite probable that youths' attitudes, as well as their unrealistic aspirations and expectations, are founded partially on this lack of knowledge.

This picture gained somewhat more depth when the seven factors mentioned by 30 to 39 per cent of the sample were also examined. Twenty-six of the respondents, or 37.7 per cent of the vocational educators, saw the "inability to cope with real demands of work" as an impediment. Under the same broad category of "vocational behavior," 30.4 per cent of the sample identified "poor work habits, absenteeism, and tardiness" as a relevant problem. Despite the knowledge youngsters gain concerning the requirements of the work world, many are still unable to cope with its demands because they have poorly developed work habits and limited skills of personal management. According to 34.8 per cent of the vocational educators, "supervisor-employee relations. . ." was also a problem. These 21 respondents said that young workers had a "lack of respect for authority, willingness or ability to follow directions, and willingness to take criticism." This may be the interpersonal behavioral manifestation of the "lack of initiative, self-confidence, and motivation" expressed in behavior or adjustment to a situation' this was specified by 33.3 per cent, or 23 of the subjects.

"Lack of future-orientation or long-range goals" also seemed to be a major impediment to adjustment. Twenty-two interviewees (31.9 per cent of the sample) indicated that young workers were more interested in immediate gratification than in future success. Family background may contribute to this type of goal orientation, particularly if the socio-economic status of the family is low. This may be one of the many dimensions included in the category of "family background and obligations," suggested by 33.3 per cent of the respondents as an obstacle faced by many youth in the transition from school to work.

Factors within the schools were also cited as sources of problems young workers experience during this transitional period. Twenty-four of the respondents perceived the "schools' academic emphasis" as an impediment to worker adjustment. This 34.8 per cent of the sample felt that vocational students were negatively affected by their high schools' 'overemphasis on college preparatory courses and college-bound students."

The respondents were also asked to select from the specific problems they had mentioned, the ones they considered to be the "most" and the "second most" important impediments to worker adjustment in the transitional period. Those mentioned by more than two respondents are reported in Tables X and XI.

Not surprisingly, these data indicated that those impediments identified most often by the respondents were generally those which they considered to be "most important." Of the six problems mentioned by more than two respondents as "most important," five had been cited by more than 30 per cent of the respondents, and of the five mentioned more than twice as "second most important," three had been specified by more than 30 per cent of the respondents.

"Lack of responsibility, maturity, and self-discipline" was the only category appearing on both the "most important" and "second most important" lists of impediments; ten respondents considered it the most detrimental impediment; another five considered it the second most important obstacle to successful young worker adjustment. "Unrealistic aspirations," the specific problem specified most often by the respondents, was considered by eight of them as the most important impediment. "Poor attitudes toward work and working" was cited by five respondents as being most detrimental. Under this same broad category, "lack of initiative, self-confidence, and motivation," was mentioned as most important by three subjects. "Inability to cope with real demands of work" was designated as most detrimental by four respondents; they seemed to feel that the ability to act like an adult, cope with an 8-hour day, etc., was a prerequisite for success in the job situation. Although mentioned originally by only 13 of the 69 educators (18.8 per cent), "uncertain draft status" was cited by three of them as the most important impediment to worker adjustment. This is understandable when one realizes that a boy, biding time until he is

TABLE X

MOST IMPORTANT IMPEDIMENTS TO WORKER ADJUSTMENT IDENTIFIED BY A SAMPLE OF 69 VOCATIONAL EDUCATORS

Specific Worker Adjustment Problem	Number of Times Mentioned
Lack of responsibility, maturity and self-discipline	10
Unrealistic aspirations and expectations (i.e. as to starting position, salary, ability, etc.)	8
Poor attitudes toward work and working (i.e. not taking job seriously, "know it all," etc.)	5
Inability to cope with real demands of work (i.e. an 8-hour day, acting in an adult manner, etc.)	4
Lack of initiative, self-confidence, and motivation	3
Uncertain draft status	3

TABLE XI

SECOND MOST IMPORTANT IMPEDIMENTS TO WORKER ADJUSTMENT IDENTIFIED BY A SAMPLE OF 69 VOCATIONAL EDUCATORS

Specific Worker Adjustment Problem	Number of Times Mentioned
Lack of responsibility, maturity, and self-discipline	5
Inadequate training and job skills	4
Inadequate guidance and placement services in the school	4
Lack of knowledge of real demands of work (i.e. in terms of productivity, accuracy, etc.), fear of the "unknown"	3
Schools' academic emphasis; overemphasis on college preparatory courses and college-bound students	3

drafted, cannot perceive a job to be anything more than a temporary stop-gap; therefore, he is not likely to consider it important, nor does he expend much effort to "prove" himself in the job situation.

In addition to "lack of responsibility, maturity, and self-discipline," four other specific worker adjustment problems were identified as "second most important" by more than two respondents. "Inadequate training and job skills" and "inadequate guidance and placement services" were each considered the second most important obstacles by four of the sample members; the two problems were identified orginally by only 21.7 per cent and 18.8 per cent of the sample, respectively.

The "lack of knowledge of real demands of work; fear of the 'unknown'" and "schools' academic emphasis; overemphasis on college preparatory courses and college-bound students" were each selected as "second most important" impediments to worker adjustment by three sample members.

Frequency counts were made on each broad worker adjustment problem category as a whole. These frequencies, with their percentage equivalents, are shown in Table XII.

In terms of these broad categories, there were four outstanding problem-complexes faced by young workers in transition from school to work. Their "job preparation" was judged to be inadequate by 85.5 per cent of the sample (59 respondents); their attitudes as expressed by their overt behavior were thought to be inappropriate by 79.7 per cent of the sample (55 respondents). Seventy-one per cent (48 respondents) indicated poor "vocational behavior" as an impediment to worker adjustment. "Personality variables" were also a major problem-complex; they were perceived as problems by 69.6 per cent of the sample, or 48 subjects.

In summary, this chapter has reported the perceptions of 69 vocational educators as to the major problems faced by youth in the transition from school to work. Of the 49 specific worker adjustment problems identified, four were each cited by more than 40 per cent of the sample: "unrealistic aspirations and expectations;" "poor attitudes toward work and working;" "lack of responsibility, maturity, and self-discipline;" and "lack of knowledge of the real demands of work." When asked to compare the relative importance of the specific worker adjustment problems, more respondents indicated that "lack of responsibility, maturity, and self-discipline"

TABLE XII

BROAD WORKER ADJUSTMENT PROBLEMS, BASED ON THE SPECIFIC PROBLEMS IDENTIFIED BY A SAMPLE OF 69 VOCATIONAL EDUCATORS

Broad Worker Adjustment Problem	Number of People Who Mention It	Per cent of People Who Mention It
Job Preparation (i.e. lack of experience, unrealistic expectations, lack of basic job skills, and training, etc.)	59	85.5
Attitudes Expressed in Behavior or Adjustment to Situation (i.e. immaturity, irresponsibility, disregard for personal appearance, health habits, etc.)	55	79.7
Vocational Behavior (i.e. inaccuracy, absenteeism, tardiness, poor work habits, inability to follow directions, etc.)	49	71.0
Personality Variables--individual differences, related needs, aspirations, values, goals, (i.e. not future-oriented unrealistic aspirations, etc.)	48	69.6
School Program and Services (i.e. inadequate curriculum, teaching staff, guidance and placement services, etc.)	36	52.2
Family Background and Obligations (i.e. socio-economic status, parents' occupational aspirations, lower-class attitudes, etc.)	33	47.8
Academic Emphasis (i.e. overemphasis on college preparatory courses and college-bound students, poor image of vocational education, etc.)	28	40.6

TABLE XII (CONTINUED)

BROAD WORKER ADJUSTMENT PROBLEMS, BASED ON THE SPECIFIC PROBLEMS IDENTIFIED BY A SAMPLE OF 69 VOCATIONAL EDUCATORS

Broad Worker Adjustment Problem	Number of People Who Mention It	Per cent of People Who Mention It
Factors Inherent in Job (i.e. overly high job requirements, employers' unrealistically high expectations, monotonous work, etc.)	27	39.1
Discriminatory Factors (i.e. Child Labor Laws, unions, negative image of youth, racial discrimination, etc.)	26	37.7
Factors Inherent in Community (i.e. wage structure, lack of local job opportunities, inadequate transportation, etc.)	26	37.7
Military Obligation--uncertain draft status	13	18.8
Other	33	47.8

was either "most important" or "second most important," than was the case for any of the other specific impediments cited. When the specific young worker adjustment problems were categorized into 12 broad categories, the related problems included under "job preparation" were mentioned by the largest number of sample members: 85.5 percent of them identified impediments belonging to this problem-complex.

IV. METHODS AND MATERIALS AIDING IN WORKER ADJUSTMENT

Sections IV and V of the interview schedule requested information concerning curriculum materials and teaching aids, and personal suggestions aimed at reducing some of the worker adjustment problems youth may encounter during the period designated as the transition from school to work. The schedule requested that the vocational educators describe teaching materials that have effectively alleviated some of these problems and offer suggestions or ideas that can be developed into instructional aids, or can instigate programatic changes in the curriculum.

The information offered by respondents provided only an incomplete and sparse list of materials and methods considered valuable for the control or elimination of adjustment problems. Seven members of the sample did not respond to the question that solicited information about materials in use; nine offered no personal idea or suggestion that might lead to curriculum materials or teaching aids. Seven of the 69 interviewees responded to neither question. The information received was diverse, with only a few items mentioned by more than one respondent.

Field trips to local industries were mentioned by 16 of the vocational educators; most of the schools either used or intended to make use of field trips in the near future. Small businessmen, craftsmen, foremen, potential employers, and recent graduates of the high school, who were now working, were considered to be useful as visiting speakers. In addition, several of the respondents suggested using individuals who have had considerable experience, as supplementary classroom teachers. Ten respondents suggested the use of simulated work shops, although none of the schools under consideration offer this type of experience at the present time.

Lecturing was the most prevalent teaching method used for presenting the students with a general picture of the world of work. Most respondents mentioned the necessity of establishing a "close personal contact" between the students and faculty to encourage and develop an interpersonal relationship that will ease the process of transition from school to work. Conferences with students and prospective employees were also cited as helpful by several of the respondents.

The generally poor image of vocational education was an important concern of the respondents. Many of the vocational educators revealed that special materials and programs were needed to counteract the constant emphasis by school personnel, parents, and employers on a college education. Many of the schools had some program aimed specifically at improving communication and understanding between those in vocational education and those concerned with its effect. Career Days and Open Houses were held at the schools, for both parents and students, to explain and emphasize the need for vocational education in a modern technological society.

The problem mentioned most often was the general lack of relevant materials which could effectively aid in the school-to-work transition process. More importantly, the educators were especially concerned about the lack of up-to-date materials. Apparently these schools had no information centers, and no access to any. Very few of the respondents' schools had a complete catalogue of available and relevant audio-visual aids. Facilities and equipment were reported to be inadequate; there was a shortage of trained personnel; and there was not enough diversity in the types of courses offered.

The sample, although limited in the usage of particular materials and teaching aids, did offer a wide range of suggested materials, methods, and ideas that might possibly be put to practical use in the curriculum to better acquaint the students with the requirements of the work world.

The following lists are a summary of the suggestions of the 69 vocational educators composing the sample.

1. Suggestions for Development of Books, Pamphlets and Booklets:

    (a) Guide book describing those personality needs that are best fulfilled by particular jobs.

    (b) Handbook of materials useful for vocational educators.

    (c) Colorful, expendable pamphlets written on comic book level or slightly above (visual impact) to re-emphasize the next step youth must take when they leave school.

(d) Bulletins on local job requirements to be sent periodically to vocational education teachers and their students.

(e) Job description booklets for teachers (to improve their knowledge of various occupational entry requirements).

(f) All important information should be available in any prevalent minority's language as well as in English.

2. Suggestions for Audio-Visual Materials:

(a) Use of "single concept films," which focus on specific problems, as a basis for group discussions.

(b) Centralized area information storage center (all information to be placed on microfilm and made available to all area schools).

(c) Film libraries for vocational-technical education to include both technical and non-technical information for student and staff use.

(d) Complete film catalogue with detailed descriptions of films (availability and cost to be mentioned).

(e) Films of the school and its program to be shown to community and industry (to promote communication and understanding of vocational education).

(f) Slides developed locally showing available jobs in community.

(g) Films of students performing vocational skills to be shown to students emphasizing 1) personal appearance, 2) vocational skill development, 3) proficiency.

(h) Use closed-circuit TV for "close quarter" demonstrations, especially for work activities which are highly intricate.

(i) Development of color movie depicting actual on-the-job settings.

(j) Use of tape recorder (to upgrade verbal skills).

(k) Bulletin boards for visual impact, showing industrial wage scales (to offset emphasis on college-orientation).

3. Suggestions for Development of Services and Facilities:

(a) Use of graduates as outside speakers (to provide students with first-hand information on world of work).

(b) Use of tradesmen, foremen, etc., as outside speakers and/or instructors (to bring experienced personnel to the school to provide both information and additional personnel).

(c) Have foremen from industry come to the school to discuss the courses and become acquainted with the students, etc. (to improve school-industry communication).

(d) Employer recommendations should be considered in course preparation.

(e) Use of an advisory committee, of union leaders and business representatives, to aid in setting up curriculum (aid to school-industry relations and aid to improvement of curriculum).

(f) "Big Brother" kind of arrangement between students and industrial supervisors and foremen (to improve communication and understanding between the two groups).

(g) "Trouble-shooter" to specialize in problems of vocational programs on a district-wide level.

(h) Have some guidance counselors who are specialists in the world of work.

(i) Use of teachers or counseling aides, giving guidance counselors more time for conferences with students (to improve guidance services and alleviate need for additional personnel).

(j) Give teachers of academic subjects a greater exposure to vocational education programs (to improve relations between those in vocational and those in academic education).

(k) Arrange for application forms and job interviews for students, make up a resume of their personal background information, etc. (to show the students what kind of information they will be required to furnish).

(l) For students training for jobs which will require them to own their own tools, develop a method enabling graduating seniors to acquire a basic set.

(m) Set up "job centers" within the school (to provide adequate space for those materials and teaching aids relevant to the world of work).

(n) Provide a vocational-technical education library within the school.

(o) Resource and information center as a place to draw professional people.

(p) Centralized placement service within the school; develop instruments to provide the kind of information desired by employers, a follow-up service, etc. (to provide students with adequate and convenient placement services).

(q) Use of commercial, industrial, and technical training schools and the accreditation of such schools toward a professional or teaching degree when integrated with academic training (to alleviate the lack of facilities, equipment, and personnel).

4. Suggestions for Improvement of Programs and Curriculum:

(a) Provision of "simulated work experience" (to provide student with direct knowledge of day-to-day life in world of work).

(b) Course on labor economics (to give the student some understanding of unions and labor relations).

(c) "Assistance courses" to provide additional training to remedial students for their future jobs.

(d) A sequence of courses beginning in junior high school describing career opportunities and career-course sequences (to aid students in the choice of, and preparation for, their future occupations).

(e) Increase use of cooperative programs, especially for lower level students.

(f) Schedule time for part-time work during the school year (to provide exposure to world of work and its demands).

(g) Collaboration between, or integration of, state vocational programs (to equalize educational opportunity for all students in the state).

(h) Teaching to fit students into the national labor demand pattern, rather than restricting the program to local industrial needs.

5. Suggestions for Projects, Kits and Tests:

(a) Taxation kit--problem-solving work kit from the Internal Revenue Department (which explains fringe benefits and taxes).

(b) "Career Book" written by all students during their junior year.

(c) Fact-finding mission to local businesses (to gain understanding of day-to-day job demands of a specific trade).

(d) Individual projects geared to help on an individual basis--job packets (to help with problem of job requirements).

(e) Testing material to measure adults' achievement, reading, etc. (to assess their education functional profile).

(f) Pre-employment testing kits--give sample tests at employment office (student gains knowledge of proper procedure and possible questions).

(g) Have a trailer carrying specialists in the various specialty areas of vocational education travel from school to school to provide occupational information.

V. SUMMARY, DISCUSSION AND RECOMMENDATIONS

SUMMARY AND DISCUSSION

This "expert choice" sample of 69 vocational educators perceived certain attitudes, values, behavioral patterns, and situations as problematic to youths in their adjustment to the work world.

Approximately one-half of the respondents stated that a large number of youth's have unrealistic aspirations and expectations as to the requirements and rewards of their initial jobs. The unrealistic orientations shared by many youths are understandable. In the main, the educational system has confined itself to promoting middle-class ideologies, stressing the idea that all work which is done well is dignified and noble. In such an educational atmosphere delusions of equality are promulgated, which hinder particularly those groups who are already "social mobility handicapped."[1] This condition is compounded when it is considered that youths are products of a culture which tends to equate "individual success" with "occupational success." For many youths, occupational success is situationally defined as reflective of a concordant relationship between the requirements, rewards, and duties characteristic of their jobs, and their perceived capabilities, interests, and values; disparaties between these two complexes cannot be viewed as an exclusive fault of the youthful worker.

As implied most youths enter the work world with particular aspirations and expectations, and perceive themselves in certain role functions.[2] If these perceptions are not congruent with reality, because of a lack of knowledge of what is expected or what they are to expect in the work world, problems of adjustment occur. The manifested behavior varies according to the coping process of the youth, but for the adults in charge, the stereotypic response is that youths are indifferent, lazy, careless, lack responsibility, etc.

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[1] W. Lloyd Warner, Robert J. Havighurst, and Martin B. Loeb, Who Shall Be Educated. (New York: Harper and Brothers, 1944), pp. 262-281.

[2] Peter Glick, Jr., "Occupational Values and Anticipated Occupational Frustrations of Agriculture College Students," Personnel and Guidance Journal, 42 (March, 1964), pp. 674-679; and Nathaniel J. Pallone and Marion Hosinski, "Reality-Testing a Vocational Choice: Congruence Between Self, Ideal, and Occupational Percepts Among Student Nurses," Personnel and Guidance Journal, 45 (March, 1967), pp. 666-670.

Poor attitudes toward work and working, lack of responsibility, maturity, and self-discipline, and lack of knowledge of the real demands of the work, were each reported by more than 40 percent of the sample to be the attitudinal and behavioral manifestations which typify youths who incur difficulty adjusting to the work regime. The specific problem of "lack of responsibility, maturity, and self-discipline" was also rated the most important, and second most important obstacle faced by youth in the transition from school to work.

Many of these attitudes and behavioral patterns exist because youths have not had the opportunity to learn and inculcate the values which are requisites for occupational adjustment. Youths do not immediately become "adults" upon the assumption in a position of an economic organization. Learning new roles and expectations involves practice and orientation to the new, before replacement of the old can occur. Many educational programs do not permit youths to practice, or to assimilate those qualities that enhance their status in the adult work complex.

A study[3] which compared the social concerns of adolescent populations from two different generations (1935 and 1957) is helpful in interpreting the opinions of current adults (vocational educators) concerning youth. The results stated clearly that the 1957 group was more informal; more casual in dress and behavior; less concerned with physical health as a personal problem, but more aware of the importance of mental health; held money to be a significantly more important medium of exchange; had a interest in safety; and unconcerned over daily schedules or civic affairs. These trends must be kept in focus when evaluating the attitudes and behavior of present-day youth. Personnel directors in business, educators, and counselors should not devalue modern youth because of standards set by adults that recall their own mode of dress and deportment when they were adolescents. Adults and adolescents are products of different environments and stress different social concerns.

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[3] Dale B. Harris, "Sex Differences in the Life Problems and Interests of Adolescents, 1935 and 1957," in Robert E. Grinder (ed.), Studies in Adolescence. (New York: Macmillan Company, 1963), pp. 219-226.

Nearly one-third of the educators detailed specific problems in personality, behavior, and socio-cultural factors that hinder a smooth, facile adoption of work ethos. They mentioned youths lack of future orientation, describing a hedonistic type of adolescent who has poorly defined goals. They describe some youths as lacking initiative, motivation and self-confidence. They reported that in a work situation, the youth experiences problems of understanding and adapting to the demands of his job. He has poor work habits and is frequently tardy or absent. According to the respondents, many youths also lack respect for their superiors, and are unwilling and/or unable to follow directions and accept criticism.

But youths learn: that is their major developmental task. A vast majority of them will learn and adhere to the formal and informal requirements of society. Typically, schools are administrators of the formal education process; community and environmental forces teach the informal, principally through social interaction. Learning involves the ability to change, modify, and integrate new ideas, attitudes and values; it is dependent upon the flexibility of individuals. A willingness to learn must be a characteristic of the members of any society, but particularly of contemporary technological societies. Rapidly changing technology necessitates greater worker versatility[4] and flexibility as occupational requirements. "Willingness to learn" is motivated by needs-satisfaction, desire, teaching procedures and methods, and identification. However, more than 85 percent of the respondents of this study indicated that schools inadequately prepare students for work, possibly creating a lack of motivation and an "unwillingness to learn" within the students. High school youths should have technical knowledge of jobs and skills, as well as information about the demands of work and the training and opportunities that are available; knowledge of how to communicate effectively; understanding of their status and role in the organizational structure; complete preparation for pre-employment interviews; and guidance while on the initial job.

Although vocational educators indicated that the major impediments to a successful transition are intrinsic to youth (e.g., their unrealistic aspirations, expectations and goals), the disinterested attitudes of youthful males towards work may also be partly due to the instability and insecurity of their work status as potential draftees. They are the temporary "Misfits" of our society.[5] The lack of motivations, self-confidence and initiative is not a problem to be placed solely upon the shoulders of youth; it has been fostered and precipitated by the society and educational system of which they are a part.[6]

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[4] T. R. Brook, "Blue Collar Elite: Changing Technology of the Modern Factory Calls for New Skills," Management Review, 53 (April, 1964), pp. 28-34.

Factors external to the individual, which prevent him from coping adequately with work, were cited by about one-third of the vocational educators. The youth's familial background, socio-cultural limitations and responsibilities, oftentimes posed obstacles. Many schools' academic emphasis, geared toward college preparation, hampered the youth who was vocationally oriented. He was not being prepared for his immediate future life.

The respondents' sparse listing of suggested curriculum aids may be construed as indicative of the lack of concern or emphasis being placed upon the affective domain, as it relates to vocational educational objectives. Some schools do not have adequate facilities, equipment, or personnel with which to develop those values and attitudes that facilitate a transition to work. Approximately 50 percent of the respondents mentioned the inadequacy of their "School Programs and Services," as being conducive to worker adjustment problems.

Nevertheless, a vast majority of youths do finish high school and many will proceed to college; they generally develop some skills and abilities which enable them to compete in the complex labor market. Despite the statement that adolescents grow up in an "absurd" manner,[7] and are part of a "vanishing adolescent"[8] cultural phase, many eventually internalize middle-class work values and adjust to an adult work ethic. But the youths who do encounter difficulty in adjustment denote the need for certain curriculum changes. Emphasis should not be on long term goals or future oriented programs, but on needs-satisfaction and on the immediate and immediate-future benefits that are perceivable to youth. Perception precedes involvement; prior to personal involvement in any new process, idea, or product, youths have certain perceptions of the values, needs and rewards they hope to incur. If perceptions instigate desires and encourage goal-seeking behavior, then involvement will be the result.[9] The alienated school youth is an example of negative perceptions toward the goals of school and society; the reaction is non-involvement.[10]

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[5] Eric Hoffer, The True Believer. (New York: Harper and Row, 1951), p. 49.

[6] See, in particular, the casebook by George Burshill, Work-Study Programs for Alienated Youth. (Chicago: Science Research Associates, Inc., 1962), Appendix A., pp. 149 and 160-161.

[7] Paul Goodman, Growing Up Absurd: Problems of Youth in the Organized System. (New York: Random House, 1960).

School administrators, counselors and teachers must constantly evaluate their goals and methods to ascertain that they are not encouraging rigidity and conformity to cultural and occupational stereotypes. Curricula must permit individual differences and societal changes to be incorporated as a foundation for the determination of educational objectives. If cognition of basic skills and technology becomes the main function of educators, then youth will continue to enter an adult society half-prepared for adequate, meaningful and productive living. By integrating the proper attitudes and values, as well as skills, into the curriculum, youth's transition from school to work can be made less problematic.

RECOMMENDATIONS

Although this study resulted in the identification of several impediments to young worker adjustment, and various suggested problem-solving remedies, the major purposes of an exploratory study are to delineate problems for further research and to provide some guidance for these endeavors.

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[8] Edgar Friedenberg, The Vanishing Adolescent. (Boston: Beacon Press, 1959).

[9] Victor Vroom, "The Effects of Attitudes on Perception of Organizational Goals," Human Relations, 13 (August, 1960), pp. 229-240.

[10] Nathaniel Hickerson, Education for Alienation. (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1966), pp. 41-48.

Since the findings of this investigation are tentative and suggestive, comparable efforts are needed. Hopefully, these research efforts will be more systematic and comprehensive as to design, conceptually integrated with a body of theory, and based on other sample pouplations, e.g., young workers and work supervisors. There is a signal need for future research to control for relevant variables, and to determine the relationships between these variables and the results. Research is also needed which permits generalizations across various youth groups and school systems.

It is suggested that efforts be made to investigate those sociological and psychological factors that create the values and attitudes relevant to the processes involved in occupational decision making. An inspection of the personal data of this sample of vocational educators, revealed that the background factors, which seemed to influence their career decisions, appeared to be dissimilar. Research is needed to explore the causative, influential, or effective factors, common to this group or comparative groups, which influenced their occupational career choices. Studies of this nature should be fruitful in helping youth to select certain types of work with *a priori* understanding of the socio-psychological impact the occupation will have upon his self-esteem, self-satisfaction, and general standing in the community.

Researchers should direct their attention to the value of part-time work as a part of youth's experiential background, to ascertain whether or not part-time employment enhances youth's adjustment to the full-time adult worker status.

Investigations should be undertaken to determine what personality factors, coupled with skilled performance, develop a "successful worker," as gauged by personal, organizational and societal standards.

There is a constant need for vocational educators to reevaluate their educational objectives. This is necessary to determine those changes that should occur in the curriculum which will promote and reinforce youth's self-esteem, motivation, pride, and positive identification with the vocational education image in its relationship to the world of work.

Programs or courses should be developed that elucidate the need for youths to modify their mode of dress, habits, values, attitudes, and deportment, so that they are acceptable to adult expectations but, at the same time, will not contribute to a loss of identity for youth.

It is further recommended that an in-depth analysis be pursued, focusing on one or more of the major impediments perceived by the sample in this study, in order to develop and test an experimental program which attempts to alleviate the most crucial problems youths face in their adjustment to work.

APPENDICES

INTERVIEW SCHEDULE

Schedule Number ____

The Center for Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio

Project 51
The Transition from School to Work:
Worker Adjustment
(Problems in Transition from School
to Work as Perceived by Vocational Educators)

____
Respondent's Name (Last) (First) (Initial)

____
Name of School

____
Address of School Respondent's Telephone

____
City or Town State

Interviewer's Name ______________________

Date of Interview ____________________, 1967

Time Interview Began __________ Ended _______

I

Information Relating to Respondent's Background and School (if applicable)

Before asking questions which pertain more directly to the central purposes of this survey, we would like some background information. Let me assure you again, all of your responses will be viewed as confidential material.

(Interviewer: Items "1" and "2" are based on observation).

1. Sex: 1)____male 2) ____female

2. Race: 1)____white 2) ____non-white

3. What is your age?

1)____under 25 4)____46 to 55
2)____26 to 35 5)____56 to 65
3)____36 to 45 6)____over 65

4. What type of job was pursued by your father during most of his adult life (describe in detail)? ______________________________

____

5. What was the last year of schooling completed by both your father and your mother?

BY FATHER BY MOTHER

1)____-----Some grade school---------------------1)______
2)____-----Complete eight grades------------------2)______
3)____-----Some high school-----------------------3)______
4)____-----Complete high school-------------------4)______
5)____-----Some college---------------------------5)______
6)____-----Complete college-----------------------6)______
7)____-----Some graduate or professional work-----7)______
8)____-----Complete graduate or professional
training------------------------8)______

6. What is the title, principle duties, and general nature of your present work?______________________________

____

____

____

7. Here is a card showing different income groups (HAND RESPONDENT CARD #1). Just give me the letter of the group representing the amount of money you made last year (gross income).

(1-A)____ under \$5,000
(2-B)____ \$5,000 plus to \$7,000
(3-C)____ \$7,000 plus to \$9,000
(4-D)____ \$9,000 plus to \$11,000
(5-E)____ \$11,000 plus to \$13,000
(6-F)____ \$13,000 plus to \$15,000
(7-G)____ over \$15,000

(Interviewer: If respondent is not working for a specific school, skip to Section II).

8. Which of the following categories best describe the school in which you are presently employed?

1)____ Comprehensive High School (Offers a general-academic program as well as vocational programs in at least three areas of vocational education).
2)____ General-Academic High School (Offers vocational programs in less than three areas of vocational education).
3)____ Vocational-Technical High School (All students are enrolled in a vocational program).
4)____ Area Vocational-Technical High School (A vocational-technical high school serving more than one school district).
5)____ Post-High School (A vocational-technical school serving high school graduates and/or adults).
6)____ Other: ________________________________

9. What is the approximate size of the community in which your school is located?

1)____ A metropolis with half a million or more people
2)____ A suburb of such a metropolis
3)____ A city of 100,000 plus to 500,000 people
4)____ A city of 50,000 to 100,000 people
5)____ A city of 10,000 plus to 50,000 people
6)____ A town of 2,500 to 10,000 people
7)____ A town under 2,500 people
8)____ Open country

10. What is the total number of students enrolled in your school?____

II

There are several problems faced by youth making the transition from school to work. Based on your experiences, what are the major problems faced by many youth in the transition from school to work. Briefly, elaborate upon each of the problems identified.

Specific Problems	Elaborations Upon Problems
1.	1.
2.	2.

III

1. In your opinion, what are other major conditions or factors existent in your school or community which impede the transition of youth from school to work?

Specific Problems	Elaborations Upon Problems
1.	1.
2.	2.

2. Of the specific problems identified (Interviewer: Read the list of problems in Sections II and III), which one in your opinion represents the most important impediment faced by youth in their transition from school to work?

____

3. Which one represents the second most important impediment?

____

IV

We are also interested in determining the avaiable curriculum materials and/or teaching aids which seem to have potential for alleviating some of the impediments faced by youth in the transition from school to work. Would you briefly describe some effective materials with which you are familiar and the problems they would most likely help reduce? In addition, would you indicate the appropriate bibliographical information which would help us locate these sources (e.g., name of author, title of publication, name of periodical, page numbers, place of publication, name of publishing agency, date of publication, etc.)?

1. DESCRIPTION: ________________________________

____

PROBLEM(S): __________________________________

BIBLIOGRAPHICAL INFORMATION: ____________________

____

2. DESCRIPTION: ________________________________

____

PROBLEM(S): __________________________________

BIBLIOGRAPHICAL INFORMATION: ____________________

____

V

We would appreciate any personal suggestions or ideas you have that can be developed as curriculum materials and/or teaching aids which, in your opinion, would greatly facilitate the adjustment from school to work. An illustration of what we have in mind follows:

(Problem Area)	(Recommended Approach and Material)
Facilitating Adjustment to Supervision	Films could be develcped depicting "authoritarian" and "democratic" styles of leadership displayed by work supervisors and the general pattern of reaction to these types of leadership on the part of subordinates. Subsequent to the showing of the films, small group discussions analyzing the films could be held. Knowledge realized by students through these experiences should enhance their adjustment to supervisors in the work environment.
1.	1.
2.	2.

VI

Occupational and Educational Background of Respondent

1. Now, we would like for you to tell us about the jobs you have held since you were about 18 years old. We are only interested in those jobs held on a full-time basis and for a fairly permanent period of time (one year or more).

   1)____________________ ____________________ ________________
   (Type of Job) (Employer) (Years)

   2)____________________ ____________________ ________________

2. About how many years have you been working in some capacity with vocational education programs? __________

3. About how many years have you been working in some capacity in education (other than being a student)? ______________

4. We would also like some information about your educational background. Please tell me the colleges or universities you have attended, the dates attended, major fields of study, and degrees received. Begin with your most recent higher educational experience and end with your initial experience following graduation from high school (or equivalent diploma).

Dates Attended From Mo. Yr.	Dates Attended To Mo. Yr.	College or University	Major Field of Study	Degree	Additional Comments (e.g., attended on part-time basis)

5. How many high school courses did you have in vocational education subjects? ______________

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